Read  Writers of informational texts organize their information around main ideas and key details about a topic.

To summarize a text, briefly restate the main idea and key details about the topic. Only include details that are important—details that answer questions about the main idea. Put your information in an order that makes sense, and be sure to use your own words.

Read the text below. How would you summarize it in a sentence or two?

Even the Toothbrush Has a History

The toothbrush has a history dating back thousands of years. Ancient Egyptians used toothbrushes made from the frayed ends of twigs. In the 1400s, the Chinese invented the first bristle toothbrush. The bristles were made from pig hairs attached to a bamboo handle. In 1938, the invention of nylon led to a modern toothbrush made of soft bristles. These improvements led to today’s toothbrush, which comes in all shapes and sizes. But the basic job of the tool has not changed much. The toothbrush is still used to keep our teeth healthy and clean.
Think  Use what you’ve learned so far about summarizing informational texts. First, complete the chart below by identifying three key details that support the main idea of the text. Then use the information in your chart to write a summary of the article.

Main Idea

The materials used to make toothbrushes have changed over thousands of years.

Key Detail 1

Key Detail 2

Key Detail 3

Summary:

Talk  Share your summary with a partner.

- Did you agree on the main idea and key details in your charts?
- How did the text organization of a main idea and key details help you create your summary?

Academic Talk

Use these words and phrases to talk about the text.

- summarize • main idea
- key details • summary
New Ways with Words
by S. L. Hughes

1. Over the centuries, the English language has undergone many changes. Words that once rhymed no longer sound the same. Others have their origins in lands far from America. And still other words have taken on new and special meanings.

2. Old English poems and rhymes often provide clues into how word pronunciations have changed. For example, the word sea did not always rhyme with see. Originally, it rhymed with say. And speak once rhymed with the word brake. Sometime after the 1600s, people shifted the way they said the sound for the letters ea in many words. Now sea sounds like tea or pea, and speak rhymes with beak, not break. No wonder spelling can be confusing!

3. Today we think of everyday words like shirt, zero, and dollar as part of our vocabulary. But they were “borrowed” from other languages long ago. Average, check, and scarlet are just a few words that came from the Arab world. The Vikings, old Germans, and Romans loaned us words like glitter, weird, and soldier. We also borrowed words such as prairie and mesa from the French and Spanish. And we needed to name food such as chocolate, ketchup, oranges, pickles, and pretzels, so we’ve added those words to our vocabulary, too.

4. Even now, English continues to change. Consider how new technology has given familiar words like mouse or menu new meanings. Now you can surf the Web without getting wet or tangling with a spider. And you can catch a bug or a virus, but so can your computer. Certainly, these surprising changes to English make talking and writing a real adventure.
Lesson 5  
Summarizing Informational Texts

Explore  
How and why have words in the English language changed over time?

Think

1. Complete the chart below by adding three key details. Then explain why you chose to include each key detail.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>The English language has undergone many changes over the years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Detail 1</td>
<td></td>
</tr>
<tr>
<td>Why did you include this detail?</td>
<td></td>
</tr>
<tr>
<td>Key Detail 2</td>
<td></td>
</tr>
<tr>
<td>Why did you include this detail?</td>
<td></td>
</tr>
<tr>
<td>Key Detail 3</td>
<td></td>
</tr>
<tr>
<td>Why did you include this detail?</td>
<td></td>
</tr>
</tbody>
</table>

Talk

2. Explain why words in the English language have changed over time. To support your explanation, provide text evidence.

Write

3. Short Response Write a summary of why and how the English language has changed through the centuries. Remember to include only the most important points in the text. Use the space provided on page 72 to write your response.
Hair Today, Gone Tomorrow by Jan Russ

1. Just as clothing fashions change, so do hair fashions. People in the past sometimes used their hair to make unusual statements—much like today.

2. Before the invention of scissors, people just let their hair grow long and tied it back. But after a while, people began to style their hair. Some hairstyles were very complex.

3. The largest and most elaborate hairstyles appeared in the late 1700s. Women wore their hair piled high on top of their heads. As the style became even more extreme, they wove hair onto large wire frames. Some of these hairpieces towered three feet above a woman’s head! The style also called for fancy ornaments. Tucked into the hairpieces were flowers, birds, and waterfalls—even complete battle scenes!

4. In the 1920s, women started a fashion of cutting hair short, called hair bobbing. Women “bobbed” their hair to show the newly independent spirit of the time. The fashion of short hair was then replaced by a return to long hair.

5. In the 1960s, many women wore their hair long and very straight. Because not everyone is born with straight hair, many teenagers would iron their hair to make it straight. They would lay their curly hair on an ironing board and press the curls straight. Soon, young men, like young women, also let their hair grow long, partly as a sign of rebellion. This rebellion was a statement against the social rules of the time—as many fashions are.

Close Reader Habits

What details are important enough to include in a summary? Reread the article. **Underline** sentences that tell more about the main idea.
Think  Use what you learned from reading the history article to respond to the following questions.

1. Read the statements in the box.

   In the 1960s, young people rebelled by letting their hair grow long.
   In the 1700s, women wore large, elaborate hairstyles.
   Women in the 1920s cut their hair to show their independence.
   Teenagers of the 1960s pressed their curly hair to make it straight.
   Hair fashions change over time and are used to make unusual statements.

Identify the main idea and three key details that support it. Write them in the boxes below to complete the chart.

Main Idea

Key Detail 1

Key Detail 2

Key Detail 3

Talk

2. Take turns summarizing the text. Be sure to include the main idea of the text and at least three key details.

Write

3. Short Response Write a summary of the article “Hair Today, Gone Tomorrow.” Use information from the passage in your summary. Use the space provided on page 73 to write your answer.

HINT Begin by planning the order in which you should present the key details.
New Ways with Words

3 Short Response  Write a summary of why and how the English language has changed through the centuries. Remember to include only the most important points in the text.

HINT Think about how you will organize your summary to explain the main ideas and details.

Don’t forget to check your writing.
Write Use the space below to write your answer to the question on page 71.

Hair Today, Gone Tomorrow

3 Short Response Write a summary of the article “Hair Today, Gone Tomorrow.” Use information from the passage in your summary.

HINT Begin by planning the order in which you should present the key details.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Two enemy spaceships slowly circled each other on a black and white screen. One spaceship accelerated as the other rotated to the right. The first spaceship fired a silent missile at its opponent. The missile missed its target. The second spaceship returned fire. Its missile hit the enemy and erased it from the screen.

This was the scene on the screen of *Spacewar!*, the world’s first video game. This historic game ushered in the age of electronic games.

The basic rules were quickly established: two enemy spaceships controlled by switches firing missiles at one another. The team then added stars to the background and introduced gravity and hyperspace to make *Spacewar!* more challenging and realistic.

*Spacewar!* was an immediate hit at computer conventions and demonstrations. It not only showed what a computer could do, but it was also fun to play.
Games had been played on computers long before Spacewar! was created. Researchers in the 1950s had programmed their “giant electronic brains” to play checkers, tic-tac-toe, and chess. Computers were so new in 1960 that nobody was certain just how many tasks these machines could perform. Games were ideal for discovering the “intelligence” of computers. . . .
6. *Spacewar!* proved too bulky and complicated for the average person to play. For years, it remained a researchers’ game. Then, in 1971, Ralph Baer, an electronics engineer, began working on hooking a computer to a home television.

7. Describing his work, Baer said, “The thought came to me that you should be able to do something else with television besides watch it. You ought to be able to play games.” With this idea in mind, Baer invented *Odyssey*, a game with a bouncing ball and paddles that could be played on any television screen. *Odyssey* was the first video game consumers could buy and play at home.

8. About the same time, Nolan Bushnell and Ted Dabney, two electrical engineers, designed the game *Computer Space*. Bushnell described the game as “a cosmic dogfight between a spaceship and a flying saucer.” *Computer Space*, however, did not catch on with game players. So Bushnell and Dabney invented an electronic table tennis game, which they called *Pong*. An expert on arcade games, Bushnell matched the excitement of table tennis with the fun of a pinball machine. *Pong* was so successful that Bushnell founded the Atari company to manufacture and sell the game. *Pong* is considered the first truly successful coin-operated video game.

9. The boom in video games was on! Dozens of companies entered the business of making video games for homes and arcades. *Space Invaders*, *Asteroids*, *Sea Wolf*, *Carnival*, and many other video games began thrilling players in every corner of America. . . . [But *Spacewar!* was] the game that helped introduce the wonders of the computer to the world.
Think  Use what you learned from reading the history article to respond to the following questions.

1  Read the statements in the box below.

Many companies began making computer video games. Stars and gravity were added to make the game more realistic. Spacewar! helped introduce computer games to the world. Pong was so successful, Bushnell started a company to make and sell it. Spacewar! showed what a computer could do and was fun to play. Pong was invented by electrical engineers.

Select the main idea and three key details that you would include in a summary about the passage. Write them to complete the chart below.

Main Idea

Key Detail 1

Key Detail 2

Key Detail 3

2  Which of these details is not important enough to include in a summary of the article?

A  Spacewar!, the world's first video game, began the age of electronic games.
B  Games were ideal for exploring what computers could do.
C  Space Invaders, Asteroids, Sea Wolf, and Carnival were all arcade games.
D  Spacewar! was too difficult for most people to play.
The following question has two parts. First, answer Part A. Then answer Part B.

**Part A**
Which sentence best summarizes key details in paragraph 8?

A Nolan Bushnell and Ted Dabney designed *Computer Space*.
B Dabney’s and Bushnell’s failure with *Computer Space* led them to create *Pong*, which was successful.
C *Computer Space* was not a hit with game players.
D Games created by the Atari company were ideal for discovering the intelligence of computers.

**Part B**
Which sentence from the passage best supports your answer in Part A?

A “About the same time, Nolan Bushnell and Ted Dabney, two electrical engineers, designed the game *Computer Space*.”
B “Bushnell described the game as ‘a cosmic dogfight between a spaceship and a flying saucer.’”
C “An expert on arcade games, Bushnell matched the excitement of table tennis with the fun of a pinball machine.”
D “*Pong* was so successful that Bushnell founded the Atari company to manufacture and sell the game.”

Read the sentences from paragraph 6.

*Spacewar!* proved too bulky and complicated for the average person to play. For years, it remained a researchers’ game.

What does the word *average* mean as it is used in the sentence?

A younger
B ordinary
C outstanding
D important
Learning Target

In this lesson, you learned how to use main ideas and key details to develop a summary. Now, explain how you developed a deeper understanding of ways to share information about history texts.

Write

5 Short Response Write a summary of “It All Began with Spacewar!” Use details from the text to support your response.

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